



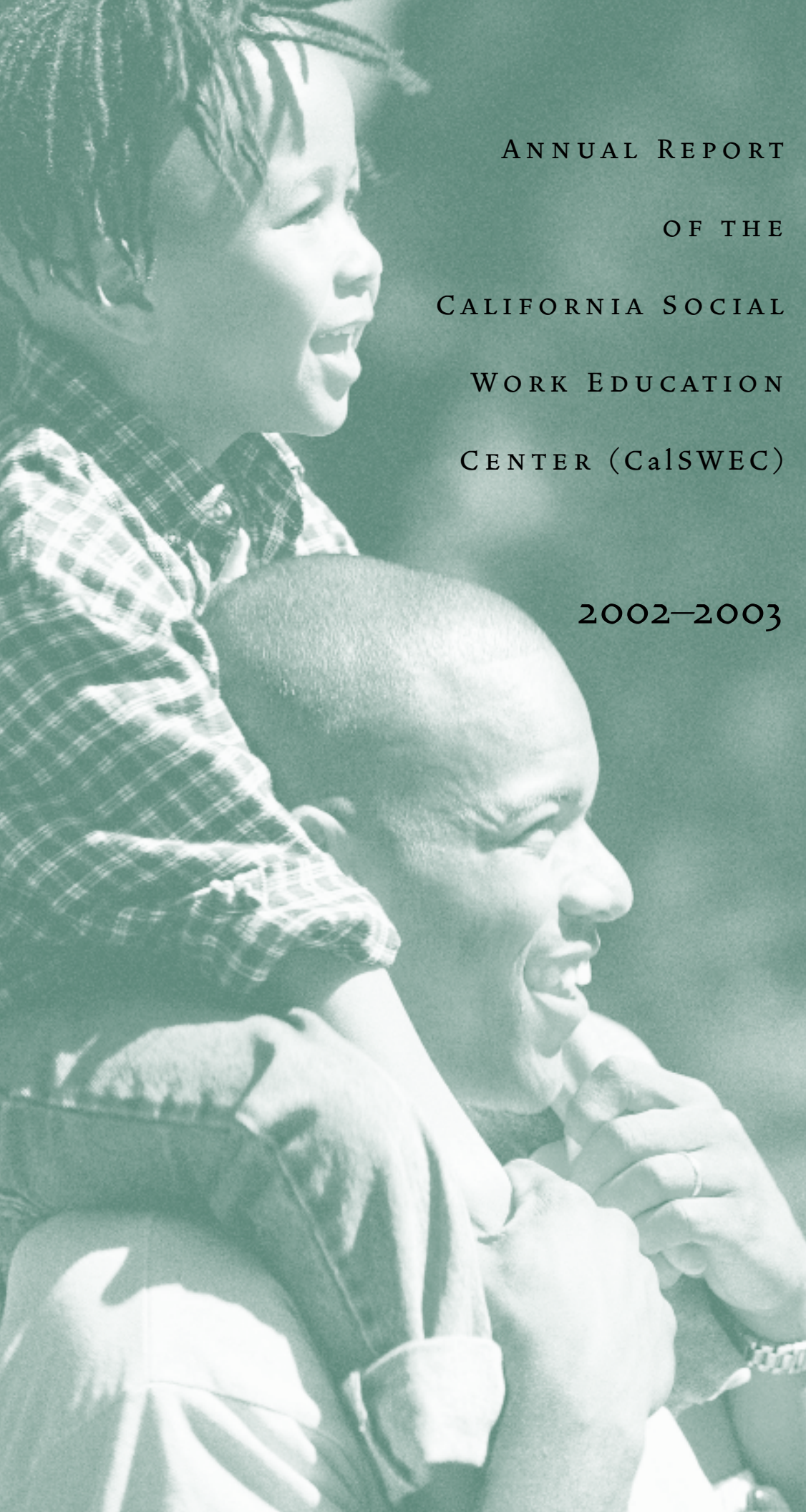
Cal SWEC

CALIFORNIA  
SOCIAL  
WORK  
EDUCATION  
CENTER

2002-2003  
ANNUAL  
REPORT

FOCUSING  
ON PUBLIC  
SOCIAL  
SERVICES





ANNUAL REPORT  
OF THE  
CALIFORNIA SOCIAL  
WORK EDUCATION  
CENTER (CaISWEC)

2002–2003

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# MISSION AND GOALS



## Our Mission

The California Social Work Education Center (CalSWEC) is a partnership between the Schools of Social Work, public human services agencies, and other related professional organizations that facilitates the integration of education and practice to assure effective, culturally competent service delivery to the people of California.

## Goals

- Recruiting and preparing a diverse group of social workers for careers in public human service, with special emphasis on child welfare;
- Defining and operationalizing a continuum of social work education and training;
- Engaging in research and evaluation of best practices in social work;
- Advocating for responsive social policies and appropriate resources; and
- Exploring other models and structures of operation that provide maximum opportunity for accomplishing CalSWEC's mission.

# MESSAGE FROM THE DEAN



**Dean James Midgley**

CalSWEC has been experiencing a period of significant change and renewal, as I noted in my message in last year's annual report. In addition to the change in CalSWEC's administrative leadership, the organization has been engaged in a strategic planning exercise in which its current commitments have been assessed and reviewed, and new goals and activities considered. Much of the impetus for this came from the hearings conducted by former Assemblywoman Dion Aroner, who urged us to redouble our efforts to reprofessionalize California's public social services. The Concurrent Resolution she authored mandates CalSWEC and the California Association of Deans and Directors of Schools of Social Work to prepare a Master Plan for Social Work Education in California. As this process evolves, CalSWEC is actively considering ways in which its current commitments in the field of child welfare training can be transcended so that our long-standing interest in expanding into the fields of aging and mental health can be realized.

During the last year, former Stanislaus County Social Services Director Jeff Jue worked with the CalSWEC Board of Directors to initiate these new efforts; at the time of this writing, we are in the process of implementing his recommendations. Two new subcommittees of the Curriculum Committee have been established to plan for CalSWEC's more active engagement in the aging and mental health fields. During the coming year, we look forward to taking the first steps toward achieving the goals we agreed on during the strategic planning exercise. I would like to thank Jeff for his hard work and the board members who have agreed to lead these initiatives: Ken Patterson and Margaret Tynan for the Aging Services Subcommittee and Bev Buckles and John Ryan for the Mental Health Subcommittee.

Thanks are also due to John Cullen, who has served as CalSWEC's president for the last two years, to the members of the Executive Committee, and, indeed, to all the board members for their dedication and commitment. Special thanks go to those who worked on the new plan to extend the IV-E stipend program to the undergraduate B.S.W. programs in the state. This has required a good deal of planning and an extra time commitment from board members who agreed to review proposals for the first round of this program.

The CalSWEC staff have again done an outstanding job ensuring that our programs are the best they can be. Chris Mathias has now been confirmed as director and her leadership has been exemplary. Sherrill Clark is now devoting her time to CalSWEC's research program, and she and Susan Jacquet have produced the first of what we hope will be a series of important research monographs. Barry Johnson continues to provide leadership for the Regional Training Academy Coordination Project. Elizabeth Gilman continues to work very effectively with the schools, their deans and directors, and project coordinators on the IV-E stipend program. CalSWEC's support staff ensures that our operations run smoothly.

We know that there will be a very full agenda during the coming year. With the support of our board members and the schools, counties, and foundations they represent, however, we are confident about our future.

We also owe special gratitude to our colleagues in the California Department of Social Services who have continued to provide a very high level of support for CalSWEC. Their role has been invaluable and we appreciate all they have done for us. Together with colleagues at the federal level, they have helped the IV-E stipend program make some significant gains. As we expand into new fields, CalSWEC will be even better poised to prepare competent and dedicated professionals who can respond to the needs of the people of California.

A handwritten signature in black ink that reads "James Midgley". The signature is written in a cursive style with a large, sweeping "J" and "M".

JAMES MIDGLEY  
CalSWEC Principal Investigator  
Dean and Specht Professor  
School of Social Welfare  
University of California, Berkeley

# MESSAGE FROM THE DIRECTOR

To meet the workforce needs of our state's child welfare system we must expand. But along with expansion comes the very large responsibility of maintaining high standards in our educational and training delivery.

In thinking about the past year, I am struck by this organization's resilience. Dean James Midgley said in our last annual report that we were in a time of change and renewal. A year later, I can say we have indeed changed and I believe we are renewed. The past year has been filled with many activities up and down the state and many small but significant changes in how we as a consortium work together. The landscape of public policy, the budget, and politics in general have put pressures on us to dive deeper into our human resources, challenging us to maintain our clarity of purpose, while growing and adapting to the ever-changing environment.

CalsWEC has for many years focused on how to deliver education and training to those willing and able to work in the public child welfare setting. We are the largest consortium of this type in the nation, and we continue to grow. To meet the workforce needs of our state's child welfare system we must expand. But along with expansion comes the very large responsibility of maintaining high standards in our educational and training delivery.

With this growth, I see that our first challenge is to build our capacity to objectively discern if we are indeed delivering the highest quality of education and training. Anecdotally, we *think* we are, but how do we *know* we are? How do we measure this program's outcomes? Further, do we all agree on what the outcomes of this program should be? Most importantly, we must ask whether our Title IV-E students and our child welfare staff in in-service training are well prepared to work and *stay* in the public child welfare sector as a result of this education and training. Asking these questions may broaden CalsWEC's scope, but we must be poised to answer them. If CalsWEC is to hold true to its mission, the members of this consortium must re-establish the partnership that was established in the early 1990's within the context of *the current* political times and the changes that are and will occur as a result of them.

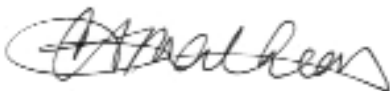
Toward that end, many small, yet important, developments have occurred throughout the year, but a few especially stand out. First, the Board of Directors approved a new subcommittee, the Regional Training Academy Coordinating Committee, to work on statewide initiatives related to in-service training for the counties. This committee established a formal link to the county child welfare sector's training needs within our board structure. Second, we have increased the level of contact and collaboration among the Title IV-E project coordinators, county staff development personnel, and the Regional Training Academies on a number of statewide initiatives through such meetings and symposia as the BSW Task Force, the Statewide Training and Education Committee, the Human

Services Training Evaluation Symposium, and the Fairness and Equity Symposium. These forums have established new links between education and training and have sparked more discussion on the development and establishment of the “continuum of education and training.”

This has re-opened the door to two very important questions: How can schools adapt to the counties’ rapidly changing environment to produce students who are better able to work in public child welfare? Conversely, how can counties more readily access and use the knowledge base that resides in the university? This boils down to a second much more basic challenge—enhancing the university’s and county’s ability to work together. This could be measured by how well each sector is able to inquire, listen, and integrate the knowledge base of the other. The ultimate goal and measure will be how well we are doing at improving the lives of the children and families we all work for.

In closing, it seems there are many more questions than answers, many more barriers than pathways to success. Still, I am excited about what I see developing within our organization and consortium. I see people interested; I see people grappling with the possibilities of “what next,” instead of staying within the realm of “what is.”

I look forward to the year ahead and am grateful for the opportunity to help lead such an important endeavor.



CHRIS MATHIAS  
Director, CalSWEC



CalSWEC DIRECTOR  
Chris Mathias

Chris Mathias, CalSWEC’s director since fall 2002, has worked in and with groups for 17 years. That experience has had a profound effect on her. “Group work has been a major influence in my administrative practice,” she said. “I have always tried to maintain a desire to seek consensus and to develop processes that allowed groups to make decisions on their own behalf.”

Here are Ms. Mathias’s thoughts about CalSWEC and its role in California’s child welfare system.

**What do you think are the greatest challenges facing CalSWEC today?**

Given the current budget and political climate, we may face the possibility of Title IV-E funding being block-granted. CalSWEC has historically been at the forefront of accessing this entitlement. One of CalSWEC’s goals is to advocate for responsive social policy and appropriate resources. With the current political landscape as it is, we may need to make this goal a priority in the near future.

Another challenge for CalSWEC is the need to more clearly ascertain the outcomes the program has achieved thus far. As we move into the future, we need to clearly define the questions we want answered about the program’s impact on the workforce in child welfare services in California. This may mean changes in our data tracking systems, surveying methods, and curriculum and program evaluation methods.

Finally, we need to intensify our work on the continuum of education and training, first conceptually, then work methodically on implementation of the continuum with the education systems as well as the county systems.

**To what extent do you think CalSWEC is making an impact on California’s child welfare system?**

I think that CalSWEC is making a large impact on California’s child welfare system. The challenge we face is that much that we know is anecdotal and what we do have solid data on is already fairly well established. This relates to the challenge we face in evaluation and outcomes.

# BOARD OF DIRECTORS

## BOARD PRESIDENT:

- John Cullen\*  
Director  
Contra Costa County  
Employment & Human Services  
Department  
President, County Welfare Directors  
Association

## BOARD VICE-PRESIDENT:

- Teresa Morris, Chair\*  
Department of Social Work  
California State University,  
San Bernardino

## BOARD TREASURER:

- Hubert (Hub) Walsh, Director\*  
Madera County Department of  
Human Service
- Alfredo Aguirre, Director  
San Diego County  
Health & Human Services Agency

- Sylvia Rodriguez Andrew, Dean  
College of Social Work  
San Jose State University

- A.E. (Ted) Benjamin, Professor  
and Chair\*  
Department of Social Welfare  
UCLA School of Public Policy and  
Social Research  
Chair, CalSWEC Research &  
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Department of Public Social Services

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NASW  
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- John Davis, Assistant Agency Director  
Tulare County  
Human Services Agency

- Dianne Edwards, Director  
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Department of Human Services

- Cecilia Espinola, Director\*  
Santa Cruz County  
Human Resources Agency  
Chair, CalSWEC RTA (Regional  
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Committee

- Marilyn Flynn, Dean  
School of Social Work  
University of Southern California

- Kim Gaghagen, Director  
Glenn County  
Human Resource Agency

- Nina Grayson, Branch Chief  
Child Protection and Family  
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- Anita Harbert, Director  
School of Social Work  
San Diego State University

- Marjory Kelly, Interim Director  
Los Angeles County  
Department of Children &  
Family Services



- Larry Leaman, Director  
Orange County Social Services Agency
  
- Eileen Levy, Director  
School of Social Work  
San Francisco State University
  
- Frank Mecca, Executive Director  
County Welfare Directors Association
  
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California State University, Fresno
  
- James Midgley, Dean  
School of Social Welfare  
University of California, Berkeley  
Principal Investigator, Project Director
  
- Janice Kay O'Donnell, Director  
School of Social Work  
California State University, Chico
  
- John Oliver, Director\*  
Department of Social Work  
California State University, Long Beach  
Chair, CalSWEC Curriculum Committee
  
- John J. Ryan, Director  
Riverside County Department of Mental Health
  
- Rita Saenz, Director  
California Department of Social Services
  
- Tran Thanh, Director  
School of Social Work  
California State University, Los Angeles
  
- Ellen Walker, Program Executive  
Zellerbach Family Fund
  
- Janlee Wong, Executive Director  
NASW  
California Chapter

\* Executive Committee member

## Executive Committee Highlights

In accordance with the two-year rotation policy for Board of Directors members, the Executive Committee's membership changed in fiscal year 2002–2003. Members of the Executive Committee were John Cullen, president; Teresa Morris, vice-president; Hub Walsh, treasurer; A.E. (Ted) Benjamin, Research and Development Committee chair; John Oliver, Curriculum Committee chair; and Cecilia Espinola, chair of the RTA (Regional Training Academy) Coordinating Committee, a new subcommittee constituted by the board in fiscal year 2002–2003.

This year the Executive Committee dealt with four primary issues:

- The delay in executing the contract;
- Expansion of the program (new school, part-time program, and BSW program);
- Hiring of Title IV-E MSW graduates; and
- How to resolve the issue of schools needing to contribute a higher match because of program expansion.

The committee remained focused on assuring that the students' needs remain first and foremost when dealing with both contract delays and hiring. This resulted in much progress in developing relationships with CalSWEC's foundation partners at each school that ensured their commitment to students receiving their stipends before the contract was executed.

Also, throughout the year, the committee kept the issue of student hiring at the top of the agenda. As a result, a significant effort was made to ensure the schools communicated with their students that the board was monitoring the situation and would consider policy changes when it became necessary.

The Executive Committee leadership was key to bringing significant issues before the board, spurring a healthy debate, and promoting a clarity of purpose for the committee and the board.

## Curriculum Committee Highlights

The Curriculum Committee is responsible for evaluating curricula in social work education and developing new curricular materials and resources for use by social work programs throughout the state.

During fiscal year 2002–2003, the committee engaged in the following activities:

- In June 2002, the committee completed its reformulation of the CalSWEC Curriculum Competencies for Public Child Welfare. Following approval by the CalSWEC Board of Directors, these were published and distributed to CalSWEC member schools, public child welfare agencies, and the Regional Training Academies and also posted to CalSWEC's Web site.
- To learn how schools are integrating the reformulated competencies into their curricula, the Title IV-E MSW project coordinators at the graduate schools of social work/social welfare were asked to complete a brief version of the Curriculum Snapshot, normally completed every two years. They were asked to describe their experiences in implementing the competencies in the classroom and field and to indicate any challenges encountered. The information from the snapshots will be compiled and used to inform further curriculum development.
- Serving in an advisory capacity to the BSW Task Force (see page 28), the Curriculum Committee is reviewing the task force's work in devising appropriate curriculum competencies for child welfare at the undergraduate level. As the Title IV-E BSW project takes shape, the committee will continue to review its progress and make recommendations.

## Curriculum Committee Members

### CHAIR:

- John Oliver, Director  
Department of Social Work  
California State University, Long Beach

### STAFF:

- Elizabeth Gilman, Curriculum Specialist  
CalSWEC
- Barbara Brown, President  
NASW, California Chapter
- Beverly Buckles, Chair  
Department of Social Work  
Loma Linda University
- John Cullen, Director  
Contra Costa County  
Employment & Human Services Department
- Shaaron Gilson, Project Coordinator  
University of California, Berkeley  
School of Social Welfare
- Eileen Levy, Director  
School of Social Work  
San Francisco State University
- Jane Middleton, Director  
Department of Social Work  
California State University, Fresno
- Janice Kay O'Donnell, Director  
School of Social Work  
California State University, Chico
- John J. Ryan, Director  
Riverside County Department of Mental Health
- Margaret Tynan, Director  
Masters of Social Work Program  
California State University, Stanislaus
- Hubert (Hub) Walsh, Director  
Madera County Department of Human Services
- Janlee Wong, Executive Director  
NASW, California Chapter



## Regional Training Academy (RTA) Coordinating Committee Highlights

Established by the Board of Directors in 2002, the Regional Training Academy (RTA) Coordinating Committee first met in August.

The committee serves as an oversight body on behalf of the Regional Training Academy system and the Regional Training Academy Coordination Grant. It advises, represents, and coordinates with those entities about statewide issues that are associated with the coordinated delivery of training through the RTA/Inter-University Consortium (IUC) system.

Among its more specific purposes, the committee will:

- Enhance the communication between California Department of Social Services (CDSS), the RTAs/IUC, the County Welfare Directors Association, and CalSWEC;
- Identify and enhance the linkages between pre-service and in-service training within CalSWEC (part of the continuum of education inherent in CalSWEC's mission);
- Act as an advocacy group with the state to assure regional and university representation on statewide training issues (also a forum for CDSS to bring new initiatives and changes into CalSWEC); and
- Act as a liaison between the RTAs/IUC and the CalSWEC board.

The committee is composed of two county directors, two deans or directors of schools of social work/social welfare, two RTA/Inter-University Consortium directors, one CDSS representative, and the RTA coordinator.

## Regional Training Academy (RTA) Coordinating Committee Members

### CHAIR:

- Cecilia Espinola, Director  
Santa Cruz County  
Human Resources Agency

### STAFF:

- Barrett Johnson, RTA Coordinator  
CalSWEC
- Susan Brooks, Director  
Northern California Children & Family Services  
Training Academy  
The Center for Human Services  
University of California, Davis
- David Foster, Director  
Central California Child Welfare  
Training Academy  
California State University, Fresno
- Kim Gaghagen, Director  
Glenn County  
Human Resource Agency
- Nina Grayson, Branch Chief  
Child Protection and Family Support Branch  
California Department of Social Services
- Anita Harbert, Director  
School of Social Work  
San Diego State University
- Eileen Levy, Director  
School of Social Work  
San Francisco State University
- Theresa Wisda, Manager  
Education and Licensure Section  
Los Angeles County  
Department of Children & Family Services

## Research and Development Committee Highlights

The Research and Development Committee annually solicits proposals that encourage joint agency-school program development and evaluation activities. These activities support CalSWEC's efforts to involve students and staff in improving the current child welfare system and social workers' sense of efficacy.

Under the committee's supervision, CalSWEC sends out a Request for Proposals to the faculty of all the participating graduate social work/welfare education programs, which work in collaboration with county public agencies on empirically based curriculum development projects. It sponsors projects that use applied research methods to advance the knowledge of best practice in public child welfare. The final product is curricula for the Title IV-E MSW programs, child welfare agency staff development, and the Regional Training Academies.

The Research and Development Committee selected the following projects for funding beginning July 2003:

### **Improving Educational Services for Foster Youth Living in Group Homes: An Analysis of Interagency Collaboration**

*Principal Investigators:* Jill Duerr Berrick, Ph.D., and Robert H. Ayasse, LCSW, PPSC, Child Welfare Research Center, UC Berkeley

*Goal:* To examine the barriers that foster youth newly placed in group homes face while receiving timely and appropriate educational services, and to observe the way the various systems support the educational needs of foster youth.

*Duration:* 1 year (until June 2004)

### **Structured Decision Making (SDM) and Child Welfare Service Delivery Project**

*Principal Investigator:* Devon Brooks, Ph.D., University of Southern California

*Goal:* To examine the implementation and impact of the Structured Decision Making (SDM) model on child welfare service delivery and outcomes in the Los Angeles County Department of Children & Family Services.

*Duration:* 2 years (until June 2005)

### **Factors Leading to Premature Terminations of Kinship Care Placements**

*Principal Investigators:* Janet Chang, Ph.D., Ray E. Liles, D.S.W., LCSW, and Trang Hoang, Ph.D., LCSW, California State University, San Bernardino

*Goal:* To investigate the reasons for premature termination of kinship care placements in two California counties (San Bernardino and Riverside).

*Duration:* 1 year (until June 2004)

### **Pathways to Collaboration: Understanding the Role of Values and System-Related Factors that Contribute to the Adoption of Promising Practices Between Child Welfare and Alcohol and Drug Systems**

*Principal Investigator:* Laurie Drabble, Ph.D., M.S.W., M.P.H., San Jose State University

*Goal:* To investigate the role of values and other system-level factors in facilitating or impeding the development of collaborative models for improved intervention and shared case-planning with substance-abusing families.

*Duration:* 1 year (until June 2004)

The following projects were in their second and final year of funding during the fiscal year 2002–2003.

### **Asian American Children and Families in Foster Care Systems: Factors Leading to Different Types of Out-of-Home Placement, Adjustments of Children to Foster Care, and Experiences of Immigrant Asian Families in the U.S. Public Child Welfare System**

*Principal Investigators:* Siyon Rhee, Ph.D., California State University, Los Angeles, and Janet Chang, Ph.D., California State University, San Bernardino

*Goal:* To describe types and characteristics of child abuse among immigrant Asian families in the Los Angeles area (first year) and to generate parents' perspectives on their satisfaction with service delivery and experiences in working with the current child protective service system (second year).

### **The Retention of California's Public Child Welfare Workers**

*Principal Investigators:* Dale Weaver, Ph.D., M.S.W., California State University, Los Angeles, and Janet Chang, Ph.D., California State University, San Bernardino.

*Goal:* To identify the individual, agency, and economic factors which predict the retention of public child welfare workers, and to produce a curriculum that will indicate specific actions to be taken by administrators, supervisors, and workers to increase the retention of trained child welfare workers in California.

### **Enhancing Positive Outcomes in Transracial Adoptive Families Following Implementation of the Multiethnic Placement Act and Interethnic Adoption Provisions**

*Principal Investigator:* Devon Brooks, Ph.D., University of Southern California

*Goal:* To improve the child welfare system's knowledge of and ability to provide services and supports that can enhance positive development and permanency in transracial adoptive families.

For a complete listing of CalSWEC's Curriculum Projects, please go to the California Child Welfare Resource Library Web site at <http://www.csulb.edu/projects/ccwrl/>. Also, see page 36 for more information about the library.

## **Research and Development Committee Members**

### **CHAIR:**

- A.E. (Ted) Benjamin, Professor and Chair  
Department of Social Welfare  
UCLA School of Public Policy and Social Research

### **STAFF:**

- Susan Jacquet, Research Specialist  
CalSWEC
- Alfredo Aguirre, Director  
San Diego County Health & Human Services Agency
- Sylvia Rodriguez Andrew, Dean  
College of Social Work  
San Jose State University
- Mariam Azadian, Chief Research Analyst  
Office of Planning and Research  
Research Section  
Los Angeles County  
Department of Children & Family Services
- Beverly Buckles, Chair  
Department of Social Work  
Loma Linda University
- Robin Carter, Interim Chair  
Division of Social Work  
California State University, Sacramento
- David A. Cherin, Director  
Department of Social Work  
California State University, Bakersfield
- Danna Fabella, Director  
Child & Family Services  
Contra Costa County  
Employment and Human Services  
Department
- Marilyn Flynn, Dean  
School of Social Work  
University of Southern California

- Anita Harbert, Director  
School of Social Work  
San Diego State University
- Eileen Levy, Director  
School of Social Work  
San Francisco State University
- Jane Middleton, Director  
Department of Social Work  
California State University, Fresno
- James Midgley, Dean  
School of Social Welfare  
University of California, Berkeley
- Teresa Morris, Chair  
Department of Social Work  
California State University,  
San Bernardino
- Janice Kay O'Donnell, Director  
School of Social Work  
California State University, Chico
- John Oliver, Director  
Department of Social Work  
California State University, Long Beach
- Stuart Oppenheim, Director  
Northern Region  
Children & Family Services Policy  
San Mateo County
- Ken Patterson, Director  
Stanislaus County  
Community Services Agency
- Sheri Studebaker, Staffing Manager  
Riverside County Children's Services
- Tran Thanh, Director  
School of Social Work  
California State University, Los Angeles
- Margaret Tynan, Director  
Master of Social Work Program  
California State University,  
Stanislaus

# CHILD WELFARE SERVICES STAKEHOLDERS GROUP

*Advocating for responsive  
social policies and  
appropriate resources*

The statewide Child Welfare Services Stakeholders Group convened for its third and final year in 2002–2003.

CalSWEC's Dr. Sherrill Clark, an original member of the group that began its work in 2000–2001, continued to provide conceptual and technical assistance to the stakeholders, as she did during the group's previous two years. Involved in the original planning and development of the conceptual framework for the child welfare services redesign effort, she made many contributions, most significantly providing the group with the latest research activities and best practice models for staff development and retention, education, and training. Dr. Clark was an active member of the following four workgroups:

- Workforce Preparation/Human Resources,
- Fairness and Equity,
- Early Intervention and Differential Response, and
- Safety and Practice.

She assisted in writing the final plans for the Fairness and Equity Group as well as the Workforce Preparation/Human Resources Group. Along with the other Fairness and Equity Group members, she made a presentation to a group of master trainers at a statewide symposium sponsored by the Regional Training Academy Coordination Project in January 2003 and to the core stakeholders group in February 2003.

## Year Two

The second year of the stakeholders' efforts came to a close with a statewide conference in Los Angeles on May 16 and 17, 2002, at which the "conceptual framework" of the redesign was presented along with the foundational concepts of change that were decided in the first two years. The "conceptual framework" promoted:

- A differential response and early intervention model;
- Strong community partnerships that supported the efforts of the child welfare system by way of services;
- A strengths-based perspective that valued the families' needs and strengths;
- A system that valued education, training, and staff development with a foundation of evidence-based practice; and,
- Most importantly, a system that viewed as its core the fair and equitable treatment of those the child welfare system serves.

CalSWEC representatives' attendance at the conference generated a great amount of interest from those who work in the child welfare system's education and training sector.



## Year Three

As year three commenced in September 2002, CalSWEC Director Chris Mathias was asked to join the group. Ms. Mathias assisted in increasing the education and training sector's involvement in the year-three activities. As activities progressed, the leadership developed a strategy to continue the work of "planning for implementation." This strategy involved dividing the planning into four major "statewide regional" workgroups:

- Partnerships for Practice: Prevention and Intervention,
- Response and Resolution,
- Workforce Preparation and Support, and
- Permanency and Well-Being.

There were also centralized workgroups/guide teams on, among others:

- Safety/Practice Assessment, AOD, and Child Welfare,
- Flexible Financing Strategies, and
- Child Welfare and the Courts.

Each group was charged with developing an implementation plan for its focus area based on the goals laid out in the conceptual framework. Many members of the CalSWEC consortium, from both the Title IV-E MSW program and the Regional Training Academies, were active participants in all the groups.

As year three drew to a close, all the groups contributed a great deal of time and effort to complete their implementation plans. These plans were then forwarded to the Stakeholders Redesign Team for compilation and revision. The final report was presented to the entire group on September 25, 2003.

## Looking Ahead

Much work remains to be done. With the beginning of 2003–2004, the plan is to identify six early implementing counties that already employ some elements of the redesign. These counties will receive some funds from the California Department of Social Services as well as private foundations. As these counties, yet to be identified, move towards "redesign," the state will be looking for other counties to begin their redesign efforts.

CalSWEC central is grateful to those within the larger consortium who participated in the efforts of the last year and looks forward to the fruit that will be borne of this hard work.

In August 2000 the Child Welfare Services Stakeholders Group was formed to address critical concerns facing public child welfare services and to determine which specific strategies will foster greater service quality, effectiveness, and efficiency. As public entities working with a highly vulnerable population, the state-supervised, county-administered child welfare service systems are revising their vision to incorporate advancing scientific knowledge and to address changing service needs through more effective modes of intervention. The goal of the stakeholders group is to produce an implementation plan for the comprehensive redesign of the state's public child welfare system.

## The list of CalSWEC consortium participants in year three of the redesign efforts are as follows:

- Sylvester Bowie, Title IV-E Project Coordinator, CSU Sacramento
- Susan Brooks, Director, Northern California Children & Family Services Training Academy
- Sherrill Clark, Research Specialist, CalSWEC
- Dianne Edwards, Director, Sonoma County Department of Human Services; CalSWEC Board Member
- Corrine Florez, Title IV-E Project Coordinator, CSU Fresno
- David Foster, Project Director, Central California Child Welfare Training Academy
- Mike Foster, Title IV-E Field Consultant, California State University, Long Beach
- Colleen Friend, Title IV-E Project Coordinator, UCLA
- Kim Gaghagen, Director, Glenn County Human Resource Agency; CalSWEC Board Member
- Jane Hehnke, Title IV-E Project Coordinator, CSU San Bernardino
- Barrett Johnson, Regional Training Academy Coordinator, CalSWEC
- Larry Leaman, Former Director, Orange County Social Services Agency; former CalSWEC Board Member
- Chris Mathias, Director, CalSWEC
- Jane Middleton, Director, School of Social Work, CSU Fresno
- Martha Roditti, Acting Director, Bay Area Academy
- Paul Sivak, Title IV-E Project Coordinator, CSU Stanislaus

# TITLE IV-E MSW PROGRAM

*Recruiting and preparing a  
diverse group of social workers for  
careers in public human service, with  
special emphasis on child welfare*



The Title IV-E MSW program was designed to address the shortfall in the numbers of social workers in the public child welfare workforce by providing graduate training as well as ethnically diverse social workers.

As the CalSWEC Title IV-E MSW students and graduates progress through their contract period, from the first year of the MSW program through the final year of their contract obligation in public child welfare, CalSWEC tracks them in the CalSWEC Student Information System (CSIS). Each Title IV-E MSW program submits data quarterly to CalSWEC's central office that is then merged into the central database. To date, the database has information about 2,724 students and graduates.

## The Applicants

In academic year 2002–2003, according to the CSIS data, the program continued to make progress toward achieving CalSWEC's goals, with the following results:

- A total of 634 students applied for the Title IV-E MSW stipend.
- Of these applicants, 270 new first-year Title IV-E MSW students entered the program (*see Table A-1 and Table A-2*).
- Paralleling the diversity of the students in prior years, the first-year students admitted for fall 2002 identified themselves as follows (*see Figure B-1*):
  - 38% Caucasian;
  - 32% Hispanic, Latino, Mexican, or other Latin heritage;
  - 16% African American;
  - 6% Asian/Southeast Asian;
  - 1% American Indian; and
  - 7% Other.

**TABLE A-1**

Fall 2002 Applicants to the Title IV-E MSW Program by School and Full- and Part-Time Status

	School Applicant status by full-time and part-time status							
	Applied		Accepted		Declined		Denied	
	full	part	full	part	full	part	full	part
CSU, Bakersfield	24	2	20	2	4	0	0	0
CSU, Chico*	14	0	13	0	0	0	1	0
CSU, Fresno	51	5	15	4	0	0	36	1
CSU, Long Beach	22	14	12	11	0	2	10	1
CSU, Los Angeles	22	8	10	3	4	4	8	1
CSU, Sacramento	43	9	18	3	0	0	25	6
CSU, San Bernardino	70	10	14	10	6	0	50	0
CSU, Stanislaus	19	11	9	9	3	2	7	0
Loma Linda University	14	10a	14	9	0	0	1	0
San Diego State Univ.	79	21	14	5	1	0	64	16
San Francisco State Univ.	32	2	19	1	2	0	11	1
San Jose State Univ.*	39	0	12	0	1	0	26	0
UC Berkeley*	19	0	18	0	0	0	1	0
UC Los Angeles*	29	0	14	0	1	0	14	0
Univ. of Southern California	60	6	8	3	1	0	51	3
	<b>537</b>	<b>98</b>	<b>210</b>	<b>60</b>	<b>23</b>	<b>8</b>	<b>305</b>	<b>29</b>
<b>Grand Totals</b>	<b>635</b>		<b>270</b>		<b>31</b>		<b>334</b>	

\* These schools have no part-time program.  
a One student applied for a part-time position but was later accepted full time.

**TABLE A-2**

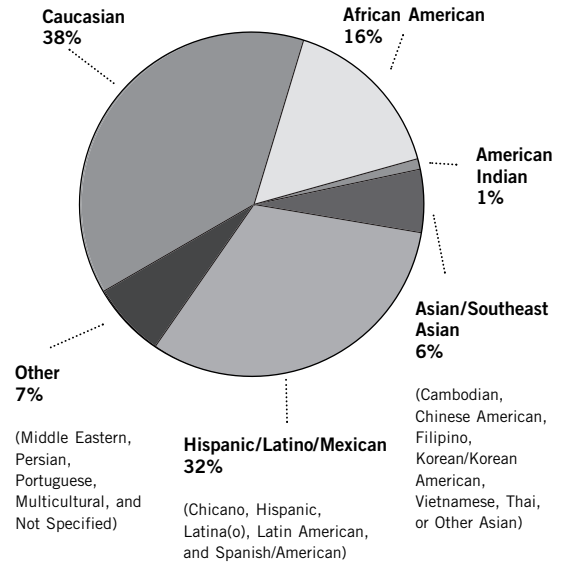
Fall 2002 Applicants to the Title IV-E MSW Program by Ethnicity and Full- and Part-Time Status

	School Applicant status by full-time and part-time status							
	Applied		Accepted		Declined		Denied	
	full	part	full	part	full	part	full	part
African/African American*	88	17	34	11	6	1	49	4
Asian American\ Pacific Islander	45	6	17	2	2	0	26	4
Caucasian	180	29	75	19	9	1	95	9
East Indian	2	0	1	0	0	0	1	0
Filipino	7	0	5	0	0	0	2	0
Latino/Latina/ Hispanic/Mexican	164	39	65	26	5	6	94	7
Native American	7	1	3	0	1	0	3	1
Multi-Cultural	8	2	3	1	0	0	5	1
Other	7	0	4	0	0	0	3	0
Unreported	29	4	2	1	0	0	27	3
<b>Totals</b>	<b>537</b>	<b>98</b>	<b>210</b>	<b>60</b>	<b>23</b>	<b>8</b>	<b>305</b>	<b>29</b>
<b>Grand Totals</b>	<b>635</b>		<b>270</b>		<b>31</b>		<b>334</b>	

\* One student applied for a part-time position but was later accepted full time.

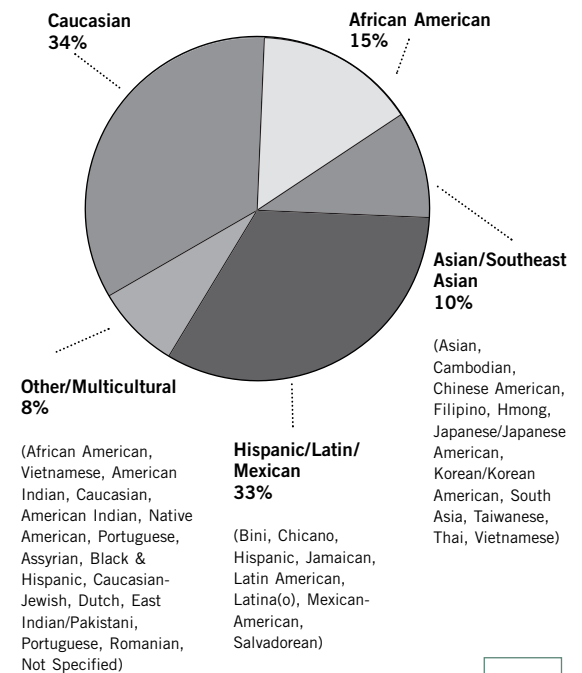
**FIGURE B-1**

Ethnic Composition of the Fall 2002 First-Year Title IV-E MSW Students



**FIGURE B-2**

Ethnic Composition of the 2002-2003 Title IV-E MSW Graduates



■ California is characterized by great ethnic, linguistic, and racial diversity, resulting in a heightened need for professional social workers who are capable of effective cross-cultural communication skills. Yet this rich ethnic mix is not reflected in child welfare staff (Harris et al., 1993).

■ Racial and ethnic minority youth, who represented about 20% of the population nationally, have been significantly overrepresented in the foster care system (40% to 50%) (Courtney et al., 1996).

■ With the increasing diversification of the country as a whole, agencies with staff that do not reflect that diversity are having even greater difficulty providing culturally appropriate services (Risley-Curtiss, 2003).

■ Many recent immigrants and others who might contribute to a more representative public child welfare workforce are hampered by the lack of a baccalaureate degree or credentials transferable to the U.S. system (Clark, 2003).

## The Graduates

In academic year 2002–2003:

- The graduates totaled 272, representing (see *Figure B-2*):
  - 33.9% Caucasian;
  - 33.2% Hispanic, Latino, Mexican, or other Latin Heritage;
  - 15.1% African American; and
  - 9.6% Asian or a Southeast Asian racial/ethnic group.

In language, as in racial/ethnic heritage, the 2002–2003 Title IV-E MSW graduates represent a great deal of diversity. Of the 293 graduates:

- 135 reported speaking and or writing a language other than English, for a total of 26 languages; and
- 4 speak 2 additional languages.

The multilingualism of the Title IV-E graduates enhances their ability to communicate effectively with California's diverse and frequently non-English-speaking population of child welfare clients.

California's largest populations of non-English speakers speak Spanish, Vietnamese, and other Far East and Southeast Asian languages. Like the state, the graduates reflect the same language diversity (see *Figure C*):

- More of the 2002–2003 graduates—67% of the multilingual and 31% of all the graduates—speak Spanish than any other language.
- The next language that most of the graduates—15% of the multilingual and 7% of all the graduates—speak is Vietnamese and other Far East and Southeast Asian languages.

A related goal of the Title IV-E MSW program is to improve the retention of professional staff in public child welfare agencies throughout California and ultimately to enhance the quality of professional services offered to children and families. The program is also a keystone of reprofessionalizing the social work field in the state, along with the training that the Regional Training Academies provide to current public child welfare staff members.

To that end, in fiscal 2002–2003 (see *Figure D*):

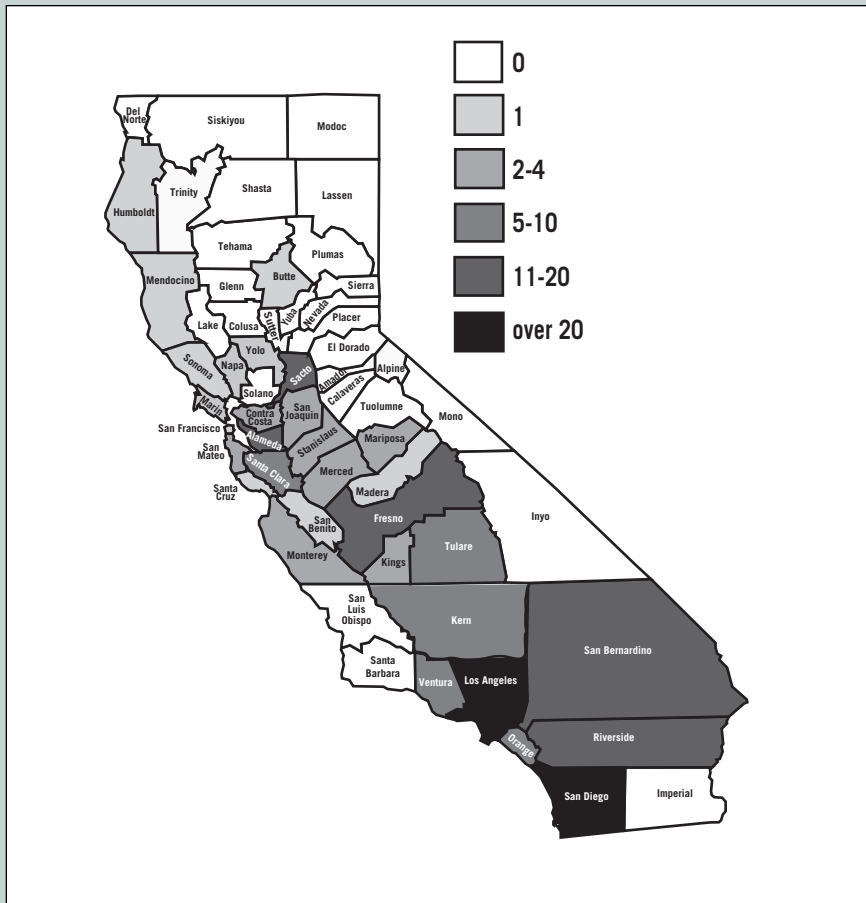
- 223 (94%) year 2002 Title IV-E MSW graduates became employed in 31 of the 58 California counties. The 2003 graduates had just begun their job searches and by contract have until December 1 to find employment that fulfills their payback obligation.
- A total of 219 Title IV-E MSW graduates completed their payback obligation to child welfare.

**FIGURE C**



Map of Languages  
Spoken by the  
2002–2003 Title IV-E  
MSW Graduates

**FIGURE D**



Concentration of the Spring  
2002 Title IV-E MSW  
Graduates by County  
of Employment

## Student Feedback

### GRADUATE SURVEY

Each year, CalSWEC seeks feedback from recent Title IV-E graduates to learn how they view their graduate programs and how their education has prepared them for public child welfare practice. In academic year 2002–2003, a written survey was initiated, replacing the former focus group format, although the survey questions mirrored those of the focus groups. Several months following graduation, approximately 260 of the year 2002 graduates were mailed confidential surveys to gather their feedback on their experience in the child welfare workforce.

Once the survey results have been compiled, they will be used to draft more quantitative surveys for future graduates. The revised survey is planned for dissemination in December to the 2003 graduates. Ultimately, the goal is to use the survey findings to inform program development and to devise curriculum that addresses the changing practice needs of Title IV-E graduates.

### TIME 1/TIME 2 STUDENT SURVEYS

In spring 2003, CalSWEC completed the final administration of the 10-year, two-part longitudinal survey of MSW students in California's accredited MSW programs. The goal of the surveys has been to measure the impact of the MSW program on student opinions, values, and career interests and to compare the responses of Title IV-E students with other MSWs.

Time 1, which surveys all entering MSW students, began in 1991. Time 2, which surveys all graduating MSW students, began in 1993.

- From 1991 through 2000, 8,871 Time 1 surveys were completed, and
- From 1993 to 2003, 6,152 Time 2 surveys were completed.

### RETENTION STUDY

CalSWEC surveys Title IV-E MSW graduates who have completed their payback obligation in public child welfare to discover the factors that lead to retention of professionally trained public child welfare workers.

Begun in 1996, the "Retention Study of Specially Trained Child Welfare Workers" is mailed to the CalSWEC Title IV-E MSW graduates within a year after they have completed their payback obligation in public child welfare. The surveys contain questions about work experiences, working conditions, support systems, and whether the graduates continued to work for their payback agency following their contract obligation period. Follow-up telephone interviews are also conducted with those graduates who agree to them.

■ Research indicates that social workers educated through social work programs generally perceive themselves as better prepared to deliver services than graduates of other programs (e.g., Lieberman, Hornby & Russell, 1988).

■ Moreover, such graduates appear to be more successful at actually delivering such services (Albers, Reilly & Rittner, 1993; Dhooper, Royse & Wolfe, 1990).

■ Graduates of social work programs also appear to have lower turnover rates (Russell, 1987; Vinocur-Kaplan, 1991).



## Student Day

The Title IV-E Student Day is held annually in an effort to help the state's IV-E students and graduates strengthen their connections with each other and the professional child welfare and social work communities throughout California.

Student Day 2003, with the theme "Creating a Vision: Gearing Up for Change in Social Work," was held April 25, 2003, at California State University, Sacramento. The event attracted over 200 IV-E students and project coordinators, along with non-profit vendors, county public child welfare representatives, and speakers. Assemblywoman Dion Aroner, a long-time child advocate and author of child welfare-related legislation, was the keynote speaker. The day also featured presentations, workshops, and networking opportunities as well as a reception hosted by the California Chapter of the National Association of Social Workers.

The Student Day Coordinator was Phil Breitenbucher from California State University, San Bernardino, who led a team that included student representatives from the 15 Title IV-E schools and CalSWEC staff.

## New School

### HAYWARD MAKES 16

California State University, Hayward, previously a distance education site, joined the roster of Title IV-E MSW program schools at the end of fiscal year 2002–2003. It will admit 10 students to its full-time program in fall 2003. Terry Jones is the program director, and Dianne Rush Woods is the interim project coordinator (*see page 23*).

With the addition of CSU, Hayward, 16 schools now offer full-time Title IV-E MSW programs, and 10 offer part-time programs. Hayward plans to offer a part-time program in academic year 2004–2005.

California State University, Long Beach continues to coordinate the distance education sites at California State University, Humboldt and California State University, Northridge at Channel Islands.



Coordinator Phil Breitenbucher of California State University, San Bernardino, right, who led the Student Day 2003 team, is pictured here with Student Day 2004 Coordinator Paul Provencio of San Diego State University.

## New Project Coordinators

*Terry Jones* is director of the Social Work Department and professor of social work at California State University, Hayward. He teaches social policy, social inequality, Sociology of Minority Groups, Prejudice and Discrimination, The African American Male, Introduction to Sociology, the Sociology of the African American Family, and Introduction to Social Services.

Dr. Jones's research interests evolve at the intersection of social policy, affirmative action, race, racism and multicultural perspectives in higher education. He recently co-directed an Annenberg/CPB grant to integrate multicultural curriculum and learner-centered pedagogies with at-distance technologies. He is co-author of *Confronting Diversity on College Campuses* and co-editor of *The Inclusive University: Multicultural Perspectives in Higher Education*. Dr. Jones is currently completing research for a text on the sociology of the African American family.

Dr. Jones is active in local, state and national organizations and continues to be a leader in the movement to create inclusive multicultural and multiracial institutions statewide and nationally.

*Dianne Rush Woods* is a tenure-track assistant professor and interim project coordinator of the Title IV-E MSW program at CSU, Hayward. She received her M.S.W. from UCLA and her Ph.D. in social work from the University of California, Berkeley School of Social Welfare and her M.P.H. from UC, Berkeley.

Dr. Woods co-authored *The Managed Care Answer Book for Mental Health Professionals*. She has presented nationally and internationally on managed mental health care. She has reviewed books for the *Journal of Sociology and Social Services* and is currently publishing and presenting in the area of the nontraditional student population.

Dr. Woods has 25 years of practice experience and has worked with public child welfare in the placement and the field supervision of students pursuing their bachelor's degrees. As coordinator of the new Title IV-E program, she said a

challenge is "getting the program started and the students in the most appropriate placements, given the number of programs in the Bay Area." She said, "I'll enjoy working with Title IV-E staff and ensuring that the core competencies are integrated into our curriculum."

*Valerie Peck* joined the California State University, Chico's School of Social Work in March 2002 as its first IV-E coordinator.

Ms. Peck earned her M.S.W. from CSU, Sacramento in 1982 and was licensed in 1986. Her varied work experiences have included residential treatment, medical social work, home health, consultant, supervisor, director of a battered women's shelter, private practice, and teaching. Prior to joining CSU, Chico, Ms. Peck spent 15 years with the Butte County Office of Education, where she helped develop the school-based Day Treatment Program for seriously emotionally disturbed children. The program grew from two to six classrooms, serving 60 students from grades 1 through 12.

"When I was getting my B.A. and M.S.W., I had hoped to work directly in the area of Child Protective Services, but I was not placed in those settings. Throughout the past 20 years I have worked closely with children's services, and believe strongly in partnering with all agencies," said Ms. Peck. "When I had the opportunity to be a part of the IV-E Training Grant, I jumped at the chance to be a part of what I consider the foundation of social work."

*Brenda Carrillo* is the Title IV-E project coordinator for the College of Social Work at San Jose State University. She has 10 years of experience working with children and families as a child welfare worker at Santa Clara County Department of Social Services. Ms. Carrillo received her M.S.W. from San Jose State University in 1995 and recently obtained her Pupil Personnel Services Credential. She lives in San Jose with her husband and son.

- The most recent congressionally mandated national incidence study indicated substantial and significant increases in child abuse and neglect since the previous study conducted in 1986 (Sedlak & Broadhurst, 1996).
- Between 1980 and 1995, the number of children reported to be abused or neglected increased 258.3% (Petit & Curtis, 1997).
- In California, the allegations of abuse and neglect have increased steadily since 1980, along with the numbers of children in out-of-home care (Needell et al., 2000).
- The rise in families receiving child welfare services over the past several years has heightened the demand for specialized programs to prepare social workers for child welfare practice (Costin, Karger, & Stoesz, 1996; Zlotnik, 1997).



## American Indian Graduate Recruitment Project

The American Indian Graduate Recruitment Project, initiated as a special year-long project by CalSWEC in August 1999, continued its fourth year of identifying and recruiting potential Native American Indian college students for MSW studies. Although the recruitment efforts have been primarily in California, the outreach has extended to Oregon, Nevada, Utah, and Arizona, a necessary progression because California attracts many American Indian students.

Since the project's beginning, its success has depended on its visible presence, which continued to be a major focus in 2002–2003. During the year, recruiter Thomas Phillips, based at California State University, Stanislaus, accomplished the following:

- Attended American Indian cultural events, education conferences and conventions, Pow wows, and Elders Summits throughout the state;
- Participated in a collaborative of the University of California, Davis, University of California, Berkeley, and California State University, Sacramento in sponsoring a four-day residential academic enrichment program (centered on strengthening tribal knowledge and wisdom and emphasizing the importance of post-secondary education for the development of future Native American leaders; offered in August, the program attracted some 50 high school students);
- Participated in contact visitations, consultations, or outreach and recruitment presentations with some 21 American Indian Tribal organizations, 12 colleges or universities, and 17 American Indian Urban/Off Reservation agencies;
- Attended and participated in 31 American Indian Pow wows; and
- Attended several conferences and summits, including the “All My Relations”—Indian Family & Children’s Conference, the 26th Annual California American Indian Education Conference, the California Tribal Leadership Summit, and the American Indian Wellness Conference.

The outreach efforts have identified a need to organize and coordinate an Association of American Indian Social Workers as well as a Special Summit of Traditional Elders, Tribal Social Work coordinators, Tribal Council representatives, and the academic community. Their purpose would be to bridge the gap between American Indian communities and the universities and colleges providing social work education and training.



PROFILE  
Fay Aldridge

### **Full-Time Challenges and Rewards in the Part-Time Title IV-E MSW Program**

“There were several challenges in attempting to complete graduate school and work at the same time,” said Fay Aldridge, who in fall 2000 took on the additional role of part-time student in Loma Linda University’s Title IV-E MSW program while still a social worker II in the Department of Children’s Services (DCS) for San Bernardino County/Special Services.

Her daunting schedule included field placement, job duties at DCS, classes, and studying, along with household and family obligations that during her last year included emergency plastic surgery for her son who had injured his arm. “There were challenges for many of the students,” she said, “and we held on and grew from it. I will always feel that this, too, was part of the training in a way.

“I have always known that I wanted to be part of a helping profession and started volunteering at an early age,” Ms. Aldridge said. While an undergraduate in sociology at California State University, San Bernardino, she first heard about the Title IV-E MSW program—the program that would give her “the opportunity to take my education to a higher level and realize my full potential in the profession to become a practitioner.”

Ms. Aldridge said, “The most important thing that I will take with me from the program is a strong sense of purpose in my chosen profession. The skills and training that I acquired certainly will hone my abilities to help realize my chosen path. Loma Linda has an excellent mission statement: ‘To make man whole.’ I think that this can certainly apply to children and families in the child welfare system. In today’s professional climate, a more trained clinical staff is needed to interface and assist with the special and unique needs of the children and families. My education, acquired through Title IV-E, has certainly prepared me for this challenge.

“My experience with the Title IV-E program has been an enriching one, both professionally and personally. It has challenged me in ways that I never thought possible to grow beyond my limitations. It has been an amazing experience.”

In March 2003 Fay Aldridge was selected Student Social Worker of the Year by the students and alumni of Loma Linda’s social work program. In June 2003 she received her M.S.W. She plans to be a social services practitioner for DCS in San Bernardino County.

Students enrolled in the Title IV-E MSW program at CalSWEC schools receive stipend funding through Title IV-E of the Social Security Act, along with cost sharing, or matches, from non-federal and university sources.

Students receive two years of support in exchange for a two-year commitment to work in a county child welfare agency. Priority is given to current public child welfare employees on educational leave and minority students. A part-time (three- or four-year) program, initiated in 1994, affords child welfare employees the opportunity to receive tuition, fees, travel, and book expenses while continuing to work. For three years of support, these students agree to serve one additional year in the county upon receiving the MSW.

## Title IV-E Schools and Their Project Coordinators

- California State University, Bakersfield\*  
Department of Social Work  
David Chenot
- California State University, Chico  
School of Social Work  
Valerie Peck
- California State University, Fresno\*  
Department of Social Work  
Education  
Corinne L. Florez
- California State University, Hayward  
School of Social Work  
Dianne Rush Woods (interim)
- California State University, Long Beach\* †  
Department of Social Work  
College of Health and Human Services  
Joy Rubin
- California State University, Los Angeles  
School of Social Work  
College of Health and Human Services  
Yolanda Montoya
- California State University, Sacramento\*  
Division of Social Work  
Sylvester Bowie
- California State University, San Bernardino\*  
Department of Social Work  
Jane Hehnke
- California State University, Stanislaus\*  
Social Work Department  
Paul Sivak  
Tom Phillips, American Indian  
Graduate Recruiter
- Loma Linda University\*  
Department of Social Work  
Terrence J. Forrester
- San Diego State University\*  
School of Social Work  
Amy Okamura
- San Francisco State University\*  
School of Social Work  
Liz Knox
- San Jose State University  
College of Social Work  
Brenda Carrillo
- University of California, Berkeley  
School of Social Welfare  
Shaaron Gilson
- University of California, Los Angeles  
Department of Social Welfare  
School of Public Policy and Social Research  
Colleen Friend
- University of Southern California\*  
Paul Carlo, Center on Child Welfare  
Micki Gress, School of Social Work

\* These schools offer part-time programs.

† CSU, Long Beach coordinates distance-education programs. Schools that have participated in this program include CSU campuses at Bakersfield, Channel Islands, Chico, Hayward, and Humboldt.

# TITLE IV-E BSW PROGRAM PROPOSED

*Exploring other models  
and structures of operation  
that provide maximum  
opportunity for accomplishing  
CalSWEC's mission*



Responding to a need expressed by California counties, CalSWEC has begun working on an undergraduate program similar and complementary to the current Title IV-E MSW program.

In February 2003, the BSW Task Force, composed of social work faculty, state agency leaders, and Title IV-E MSW project coordinators, was formed to shape the contract and program parameters for an undergraduate Title IV-E program. Early on, the task force developed a questionnaire for counties about their needs to supplement information initially acquired from regional focus groups conducted by CalSWEC Director Chris Mathias and Curriculum Specialist Elizabeth Gilman. Results of the focus groups as well as the survey, which was conducted through the end of the fiscal year, revealed the special workforce challenges that some counties face (*see box on page 28 for highlights of survey results*).

Armed with this information, the task force set about developing contract and program recommendations for the undergraduate program. Its work has resulted in a proposed Title IV-E BSW program that would provide specialized education in child welfare with at least 400 hours of field placement, spread over two consecutive semesters or three school quarters. The Title IV-E BSW program would achieve the following major goals:

- Enhance the educational opportunities of non-degreed child welfare staff, and
- Increase the diversity of child welfare staff to reflect the California population.

The target date for implementation of the BSW program is fiscal year 2004–2005, as it is already written into the California Department of Social Services IV-B Plan. CalSWEC plans to slowly roll out the contract, with only three schools participating during Phase I (fiscal year 2004–2005). Building on that first-year experience, CalSWEC expects that all schools currently in the CalSWEC consortium will have the opportunity to participate over the following two years of the program's phase-in. Through the process of planned, incremental growth, it intends to implement an effective, high-quality Title IV-E BSW program.

The task force continued to work on its recommendations at the end of fiscal 2002–2003 and plans to convey them to the Board of Directors, via the Curriculum Committee, early in fiscal 2003–2004. The task force's work will continue as the BSW program unfolds.

- Just as California's counties are not homogenous, neither are their needs; some counties are able to hire MSW staff exclusively, while others lack the financial capacity to hire only staff with graduate degrees.
- In a number of regions in the state, particularly in rural areas, child welfare staff (and especially recent immigrants and other culturally diverse individuals) who wish to enter the child welfare workforce may lack college degrees and/or specialized social work education.
- Many counties cannot readily give staff administrative leave to complete their education. In addition, many adults are unable to forego income to complete a full-time program. A part-time program is consequently required.

— *BSW Task Force Survey of Counties*  
March 2003

## BSW Task Force Members

- Sue Bassett  
Program Planner/Training  
Coordinator  
Sacramento County
- Ronald P. Boltz  
BSW Director  
California State University,  
Sacramento
- Sylvester Bowie  
Project Coordinator  
Division of Social Work  
California State University,  
Sacramento
- Karin E. Brown  
Bachelor Program Director  
School of Social Work  
California State University,  
Los Angeles
- Shirley Brown  
Title IV-E Field Instructor  
Department of Social Work  
Education  
California State University, Fresno
- Brenda Carrillo  
Project Coordinator  
College of Social Work  
San Jose State University
- Cassandra Day  
Training Unit Manager  
Resource Development and Training  
Support Bureau  
California Department of  
Social Services
- Mary DeSouza  
Program Consultant  
Children & Family Services  
California Department of Social  
Services
- Simon Dominguez  
BSW Program Director  
College of Social Work  
San Jose State University
- Patricia George  
Recruitment Internship  
Coordinator  
Children's Services  
County of San Diego
- Margaret Jackson  
Supervisor Mentor  
Central California Child Welfare  
Training Academy  
California State University, Fresno
- Liz Knox  
Project Coordinator  
School of Social Work  
San Francisco State University
- Chris Mathias  
Director  
CalSWEC  
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University of California, Berkeley
- Wanda McIntosh  
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■ Janice K. O'Donnell  
Director  
School of Social Work  
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■ Amy Okamura  
Project Coordinator  
School of Social Work  
San Diego State University

■ Valerie Peck  
Project Coordinator  
School of Social Work  
California State University, Chico

■ Jon Pettigrew  
Child Welfare Supervisor  
Training & Consulting Team  
Department of Children &  
Family Services  
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# REGIONAL TRAINING ACADEMY (RTA) COORDINATION PROJECT

*Defining and operationalizing  
a continuum of social work  
education and training*

## **RTA Coordinating Teams**

As California and the federal government continue to focus on outcomes-based performance evaluation for the child welfare system, coordinated training efforts become increasingly important. The best example of this is the Program Improvement Plan (PIP) that the California Department of Social Services (CDSS) formulated in response to the Federal Child and Family Services Review (CFSR) in 2002–2003. The PIP includes aspects of training and technical assistance for line staff, supervisory staff, and management. Since the PIP must improve outcomes for the entire state, coordination of such training projects is essential. Other large, statewide initiatives, such as the Child Welfare System (CWS) Redesign and the California Child and Family Services Reviews (C-CFSRs) also require coordinated efforts.

In FY 2002–2003, the Regional Training Academy (RTA) Coordinating Project worked closely with the entire CWS training community to meet these coordination challenges. Much of the work was completed using the RTA Coordination Team structure established in 2001. While some projects and teams have greater or lesser importance each year, the teams focus on distinct areas of training where coordination is deemed vital. *Specific activities undertaken by each of these teams are addressed below.*

In addition to providing coordination for statewide training, the RTA Project assists the CDSS and the Regional Training Academies in coordinating the evaluation of the training projects. This will greatly enhance CDSS's ability to evaluate training programs in subsequent Federal Reviews and PIPs.

### **1. Transfer of Learning (TOL) Team**

- Activities centered on developing the supervisor survey to be completed by line staff, supervisors, and managers during summer 2003. Survey results will help CalSWEC and the other training entities develop standardized competencies for supervisors, as required in the PIP.

### **2. Macro Evaluation Team**

- The Macro Evaluation team, which coordinates strategic planning and development of a statewide model for training evaluation, focused primarily on:



- Developing a bank of testing items that can be used by counties and the RTAs/ Inter-University Consortium (IUC) to test knowledge gained in the classroom and its application; and
  - Providing participating RTAs and counties with local evaluation technical assistance.
- CalSWEC also contracted with national training evaluation experts to develop a method to evaluate different types of mentorship programs in the state.

### 3. Distance Learning Team

The Distance Learning Team, which coordinates development and sharing of distance learning resources throughout the state, focused on clearly defining the role of distance learning. It produced a report outlining common standards and values as well as the distance learning efforts currently under way around the state. The team is co-led by the Public Child Welfare Training Academy—Southern Region.

### 4. Federal Review Team

This team, which CalSWEC convenes on an as-needed basis, met on February 14, 2003, after the Self Assessment of CFSR was completed, and prior to the submission of the first PIP by CDSS; the team provided guidance and expertise to CDSS on how to best construct the proposal.

### 5. Trainer Development Team

The Trainer Development Team addressed issues of cultural difference, an area that consistently is identified as one needing trainer and curricula improvement. Central to this effort was the Symposium on Fairness and Equity Issues in Child Welfare Training, held in May at UC Berkeley. The Northern California Children & Family Services Training Academy, Center for Human Services, at UC Davis Extension co-sponsored the event. Among highlights of the inaugural two-day symposium:

- Experienced trainers, educators, administrators, and child welfare staff from all around the state were in attendance to strategize and present ideas for addressing fairness and equity issues in training.
- Building on the efforts of the CWS Stakeholders Group, the training included a panel of stakeholders members, who provided groundwork for discussion.
- Prior to the symposium, some regions convened regional workgroups. CalSWEC underwrote activities to continue the work of the southern and central regions' teams.
- Teams from the universities with Title IV-E MSW programs and the training academies came together for the first time to work on this often-difficult training area.

CalSWEC, through the Regional Training Academy (RTA) Coordination Project, supports the California Department of Social Services in its mission to coordinate training resources throughout the state via the Regional Training Academies (RTAs), the Inter-University Consortium (IUC) in Los Angeles, the Los Angeles Department of Children & Family Services (LA DCFS), and The Resource Center for Family-Focused Practice at the University of California, Davis.

- In California and Kentucky, evaluations suggest that training partnerships improved worker competence.
- Staff hired through specially designed IV-E child welfare programs performed better on the job and applied their training more deftly than employees hired through other means.
- Both California and Kentucky found that over 80% of participants remained with the state agencies after their initial work obligations concluded (U.S. GAO, 2003).



## 6. Manager Development Team

While this team, which coordinates statewide efforts at developing effective managers, did not convene this year, CalSWEC conducted a brief survey of managers who attended the County Welfare Directors Association (CWDA) Leadership Conference in Monterey. The results provided some formative data on what broad management roles they feel are most important and where they need training.

## Standardized Core Project

From its inception in 1998, the Standardized Core Project has been a collaborative effort including relevant stakeholders in curriculum development and implementation activities. During fiscal year 2002–2003, CalSWEC continued to make the work of the project widely available to counties and other training entities. The entire curriculum was posted on the CalSWEC Web site, along with user-friendly tools, for social workers, supervisors, trainers, and staff development professionals.

CalSWEC convened quarterly Standardized Core Advisory Committee meetings, as well as other meetings focused on particular aspects of the project. At the end of FY 2002–2003, CalSWEC broadened the committee's focus to include all aspects of statewide child welfare training. Accordingly, its name was changed to the Statewide Training and Education Committee, or STEC. STEC's stated mission is to set standards for statewide public child welfare training and coordinate their implementation. STEC works on behalf of, and in consultation with, CDSS/CWDA/the RTAs and IUC/ Los Angeles Department of Children & Family Services (LA DCFS) Training Unit/ the Resource Center for Family-Focused Practice (RCFFP), and other relevant stakeholders.

## Statewide and National Meetings

CalSWEC hosted several major meetings promoting coordinated, evaluated training throughout California.

### ■ Annual National Human Services Training Evaluation Symposium

Approximately 60 training evaluators from around California and the nation gathered May 21–23 at UC Berkeley to present and discuss training evaluation. Special arrangements were made to include California training evaluation and program evaluation staff. This year's format allowed for interactive discussions on the levels of training evaluation. Brief project presentations also allowed for discussion of particular evaluation programs from around the country. In its sixth year, the symposium is widely recognized as the premier national training evaluation event. As in the past, the symposium proceedings will be published and distributed widely.



RTA COORDINATOR

**Barrett Johnson**

Barrett Johnson has been the Regional Training Academy coordinator at CalSWEC since fall 2002. His experience in direct services in mental health and child welfare grounds him in actual practice, which, he said, “is important to me since my work at CalSWEC is more policy oriented. It is important for me, and all of us, not to lose sight of the practitioners and the families we serve. Effective child welfare practice also requires the same skills as effective coordination—bringing people together to work on a common goal, even when differences of opinion and outlook are inevitable.”

Here are Mr. Johnson’s thoughts about the RTA Coordination Project and its role.

**What do you think are the greatest challenges facing the RTA Coordination Project today?**

California’s state-funded, county-administered system presents unique opportunities and challenges—particularly for in-service training. Much like the rest of the child welfare system, this training system originated with the counties’ needs. The Regional Training Academies and the Inter-University Consortium developed excellent and diverse training programs for staff at all levels that met the needs of the counties in their region. At the same time, several statewide initiatives emerged that require a more coordinated approach to training and a higher degree of collaboration amongst all the training entities. The Standardized Core Project began in 1998 and brought together a wide range of stakeholders to agree on what should be included in a standardized, statewide curriculum, greatly increasing the communication and collaboration of the different training entities.

In fall 2002, California began the Child and Family Services Review (CFSR). Required by the federal government, these included an assessment of the child welfare training system. At the same time, Assembly Bill 636 mandated a new system of accountability for the child welfare system. Like the CFSR, AB 636 (now called the C-CFSR) focuses on outcomes for the child welfare system and will require counties to evaluate outcomes as never before, analyzing data to determine how to improve their systems. Training will play a pivotal role in both collecting data and responding to it.

Several other large projects point to a more coordinated child welfare training system. The Child Welfare Services Redesign creates a vision for a more prevention-focused, outcome-driven, community-involved child welfare system. Other initiatives, like Family to Family, have begun working with counties across the state.

All these initiatives have created an atmosphere that, while exciting in its potential, produces great changes and challenges for in-service training. The CFSR has produced a two-year Program Improvement Plan (PIP), which requires a fairly radical restructuring of the in-service training system—away from a highly individualized, regional system toward a more coordinated, statewide approach. The Redesign and Family to Family, embedded in the plans to improve the system, also have their own unique characteristics.

CalSWEC’s RTA Coordination Project is central to this transition to a more coordinated, outcomes-oriented training system. Charged by CDSS with coordinating statewide in-service training, CalSWEC must balance the increased standardization required by the PIP with the regional system’s unique ability to respond to counties’ training needs. Responding to these changes, and creating a forum for collaborative discussion and decision-making, is the biggest challenge for the RTA Coordination Project.

**To what extent do you think the RTA Coordination Project is making an impact on California’s child welfare system—on workers and clients?**

As all the changes outlined above begin to take effect, the child welfare system as a whole is likely to undergo significant stress; a well-trained, well-educated workforce will be better able to respond to this. As a coordinating body, CalSWEC has a responsibility to promote the collaboration that can bring this about. We also impact the system by encouraging better evaluation of training, so we can determine how the workforce can respond to children and families most effectively.

Caseworkers and supervisors in four states (California, Illinois, Kentucky, and Texas) that the GAO visited in a follow-up to its survey of government-administered and private child welfare agencies nationwide said that insufficient training poses recruitment and retention challenges to agencies:

- Training opportunities are often inadequate to ensure a smooth transition for new recruits into the agency.
- Training does not provide new staff with the skills they need to do their jobs.
- With high caseloads and work priorities, neither supervisors nor tenured staff are able to conduct on-the-job training to compensate.
- Available training does not meet their needs or do they did not have time to participate in classes (U.S. GAO, 2003).

### ■ Regional Academy Strategic Planning

In response to state budget uncertainty early in the year, CalSWEC convened only one All-Staff Strategic Planning Session (SPS), in San Diego June 24–25, 2003. The sessions focused on obtaining information on the large statewide initiatives under way in California: the Child and Family Services Review, the California Child and Family Services Review, and the CWS Redesign. Additional activities were designed to help the different training entities understand the initiatives' impact on how they do business. All four RTAs, the RCFFP, and the DCFS Training Unit attended the All-Staff SPS.

Meetings for the RTA/IUC/LA DCFS/RCFFP directors were held more frequently. At the April 8 meeting, the directors determined how the major statewide initiatives fit together and strategized about how to best meet the initiatives' training needs. The directors' SPS on June 23, 2003, built upon the previous meeting and provided a forum to discuss the training aspects of the nearly finalized PIP.

### Assistance to Others

The RTA Project assisted other organizations to train child welfare staff by co-sponsoring and providing promotional and technical assistance.

- Funds were provided to support the cost of a speaker at the Bay Area Association of Child Protection Services Supervisors conference.
- Sponsorship or speaker fees supported such events as the West Coast Child Welfare Trainers Conference in Davis, the CWS/CMS ATM Meeting in Fresno, and the CWDA Leadership Conference in Monterey

### Emergent Issues from CWDA and CDSS

The RTA Project worked with CDSS to sub-contract with national experts to develop a safety assessment approach that can be used statewide. This project supports the CWS Stakeholders Redesign. CalSWEC also provided staff to facilitate the Redesign's Workgroup on Workforce Preparation and Support.

### Other Changes

*New staff:* CalSWEC's capacity to provide strategic planning and technical assistance were greatly enhanced by the addition of Training and Evaluation Specialist Shannon Lawrence, who brought a wealth of experience and expertise in the area of evaluation and test construction.

*Classroom Performance Systems:* CalSWEC purchased Classroom Performance Systems (CPS), which will enable evaluation of training in the classroom, for participating counties and RTAs. The Northern California Child Welfare Training Academy piloted the CPS during 2001–2003.

**Directors of the Regional Training Academies, Inter-University Consortium, Los Angeles Department of Children & Family Services, and The Resource Center for Family-Focused Practice**

- Wanda Ballenger, Director  
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Inter-University Consortium
- Carole Bender, Director of Training  
University of Southern California
- Susan Brooks, Director  
Northern California Children & Family Services  
Training Academy  
The Center for Human Services  
University of California, Davis
- Billy Donnelly, Director  
Inter-University Consortium  
UCLA Center for Child & Family Policy
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The Center for Human Services  
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# CALIFORNIA CHILD WELFARE RESOURCE LIBRARY

Created in 1994 through a grant funded by CalSWEC, the California Child Welfare Resource Library is administered by the Department of Social Work at CSU, Long Beach and managed by Resource Specialist Cheryl Fujii.

The California Child Welfare Resource Library serves as the central distribution point for CalSWEC's curriculum development projects as well as a repository for up-to-date, accessible child welfare resource materials for academicians and practitioners alike.

During fiscal 2002–2003, the library accomplished the following:

- Completed six months ahead of schedule the three-year project to abstract all of its older holdings. New resources are abstracted as they are ordered.
- Acquired a select group of books, videotapes, and other resource materials, including 50 new videotapes, 53 books/booklets, 39 M.S.W. theses completed by students who graduated from the CSU, Long Beach Children, Youth, and Families concentration, and approximately 25 donated and miscellaneous items. The library now includes nearly 475 videotapes.
- Continued to enhance the library's Web site to maximize user-friendliness. A page of videotape reviews was added so that borrowers can read feedback from other users. Resource links now connect to the home pages of agencies and organizations of interest, e.g., the Child Welfare League of America, the National Clearinghouse on Child Abuse and Neglect Information.

The library's site continues to attract visitors from around the world. Since the library began keeping visitor statistics, and identifying only those whose locations can be identified (a small fraction of the total), visitors have come from 55 sites in California, 95 sites throughout the rest of the United States, 10 United States government or military sites, and 40 countries.

- Extensively revised the Curriculum Module Manuscript Submission Style Guide, created in 2001 and sent to curriculum and research project grantees for uniform presentation of their curriculum and research reports.



## CalSWEC's Web Site

CalSWEC's Web site, <http://calswec.berkeley.edu>, redesigned this fiscal year, illustrates the continuum of learning in child welfare that is reflected in CalSWEC's projects and activities.

At one end of the continuum is information for graduate social work students in the Title IV-E Child Welfare Training Project who are preparing for careers directed toward child welfare practice in publicly supported social services. This includes answers to frequently asked questions about the project along with listings of the participating graduate social work schools, their Web sites, and their project coordinators.

At the other end of the continuum is information and technical support for child welfare workers and supervisors provided through the Regional Training Academy Coordination Project, which coordinates and promotes the continuing professional education of public child welfare staff. A number of pages are devoted to the Standardized Core Project, with curriculum modules and tools for workers, trainers, supervisors, and mentors.

The site also includes information about the overarching evaluation and research conducted and supported by CalSWEC to insure the integration of classroom and field work and agency-school cooperation in the improvement of the child welfare system, including the retention and sense of efficacy of public child welfare workers.

# STAFF

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- Chris Mathias  
*CalSWEC Director*

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## California Child Welfare Resource Library

*(located at the Department of Social Work, California State University, Long Beach)*

- Cheryl Fujii  
Resource Specialist

## Graduate Student Researchers

Graduate student researchers provide valuable research assistance on CalSWEC projects while also working on their MSW or doctoral programs. The following students worked with CalSWEC during academic year 2002–2003:

- Tami Claxton '04, M.S.W.  
(Children and Families)
- Victoria Flores '03, M.S.W.  
(Community Mental Health)
- Tom Godfrey '03, M.S.W.  
(Children and Families)
- David Guldmann '03, M.S.W.  
(Community Mental Health)
- Mary Hirschauer '04, M.S.W.  
(Community Mental Health)
- Valerie Macy '03, M.S.W.  
(Community Mental Health)
- Jocelyn Pascoe '04, M.S.W.  
(Children and Families)
- Akil Rashid '03, M.S.W.  
(Community Mental Health)
- Lily Sinayuk '03, M.S.W.  
(Management and Planning), M.P.H.  
in progress
- Rebecca Withers '03, M.S.W.  
(Management and Planning)
- Fangfang Yao, Ph.D. in progress

\* Title IV-E refers to the Title IV-E Child Welfare Training Project. RTA refers to the Regional Training Academy Coordination Project.

## Staff Publications and Presentations

Clark, S.J. (2003). The California collaboration: a competency-based child welfare curriculum project for master's social workers. *Journal of Human Behavior in the Social Environment*, 7 (1/2).

Clark, S.J. & Jacquet, S.E. (2003). Demographic Profile of the CalSWEC Title IV-E MSW Graduates 1993–2002. CalSWEC Monographs in Child Welfare No. 1. Berkeley, CA: California Social Work Education Center, University of California, Berkeley.

Clark, S.J. & Jacquet, S.E. (2003). Evaluating the Title IV-E MSW education program. In *Proceedings of the Fifth Annual National Human Services Training Evaluation Symposium / 2002*. Johnson, B., Flores, V., & Ringuette, K. (Eds.) Berkeley, CA: California Social Work Education Center, University of California, Berkeley.

Clark, S.J. & Jacquet, S.E. (2003). The Role of Effective Supervision in the Retention of Public Child Welfare Workers. Paper accepted for presentation at the Society for Social Work Research Annual Meeting, January 16–19, 2003, Washington, D.C.

Clark, S.J., Johnson, B., Jacquet, S.E., & Carlson, M. (September 1, 2002). Final Evaluation Report: The Standardized Core Curriculum for New Child Welfare Workers. Berkeley, CA: California Social Work Education Center, University of California, Berkeley.

Coleman, D., & Clark, S.J. (2003). Preparing for child welfare practice: themes, a cognitive-affective model, and implications from a qualitative study. *Journal of Human Behavior in the Social Environment*, 7 (1/2).

# BUDGET APPROPRIATIONS

The following are budget appropriations for 2000–2001 through 2002–2003:

	2000–2001	2001–2002	2002–2003
Title IV-E Master of Social Work (MSW) Program	\$17,071,421	\$18,987,007	\$19,893,333
Regional Training Academy Coordination	\$679,796	\$894,421	\$896,660

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